



IT'S ABOUT TIME

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TEXT TYPE: Fiction: Narrative—Science Fiction Story
GUIDED READING LEVEL: R

SUMMARY: In this story, two siblings living in the 22nd century travel back in time when they stumble upon an old spy watch in their garage. Used to a world where synaptic games and hover cars are the norm, Raj and his sister Preet are amazed when they head out the door for school and find themselves a hundred years in the past. Raj eventually comes face-to-face with his Great-grandpa Raj. His great-grandfather sees the watch on Raj's wrist and realizes what's happened. He explains to Raj that he made the spy gadget 100 years ago in the hopes someone would one day use it. Before heading back to his own time, Raj decides to spend time with his amazing ancestor and get to know more about him.

TEXT FEATURES

- two-column text format
- quotation marks
- italics

VISUAL LITERACY

- illustrations

TEXT SUPPORTS

- narrative story structure
- drop caps
- illustrations

POSSIBLE TEXT CHALLENGES

- new vocabulary words, e.g., 'cerebral cortex,' 'Ultra-Net,' 'levitate'
- some challenging words, e.g., 'sarcastically,' 'synaptic,' 'behemoth'
- extensive use of dialogue
- punctuation: use of dashes and ellipsis

FOCUS COMPREHENSION STRATEGY

- evaluating

FURTHER COMPREHENSION STRATEGIES

- inferring
- analyzing

ORAL LANGUAGE OPPORTUNITIES

- sharing ideas
- discussing with a group
- discussing with a partner
- dramatization of story (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: using meaning to solve unfamiliar words (e.g., knowing 'digital' can help with the word 'digitized')
- word solving and building: using root verbs to read past tense

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- process dialogue and reflect on meaning
- process some lengthy, complex sentences
- connect parts of the story to their own experiences
- use the meaning of known words to work out the meaning of unfamiliar words
- use context clues to work out unknown words

ASSESSMENT TOOLS

Select from the following:

- Evaluating Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Making Connections

Activate and build prior knowledge

- Ask if anyone has ever found something old and imagined what it could be. Have a discussion about finding old things, where they are found, who they may have belonged to, and what they may have been used for.
- Ask, *Would you like to find something that could help you to go back in time? What would you like to see and do in the past? How about into the future? How many years into the future would you travel if you could?*

Making Connections and Inferring

- Ask, *How do you think you would feel if you could go back to the time when your parents were children? What might be different from being a kid today? What makes you think this?* Encourage students to use real examples and their own ideas to support their opinions.

Text Features

Introduce supports and challenges

- Invite students to look at the short story. Ask, *Do you think this is a fiction or non-fiction text? Why do you think so?* Encourage students to look at the graphics, layout, and opening paragraph to support their answers.

Analyzing and Inferring

- Ask students to look closely at the front picture and the subtitle. Ask, *What do you notice in this picture? Look carefully at the details. What do you think might be happening here? Is there anything different about the boy and girl from children today? What might this tell you about the setting of the story?* Have students share specific examples to support their ideas.

Word Solving and Building

- Write the word ‘oddball’ on the board and have the students read the word. Ask, *What two words have been joined together to make this compound word? What do you think it means if someone is described as an ‘oddball’?*
- Write the word ‘Ultra-Net’ on the board and have the students read it. Ask, *What does this word remind you of? Is there a word we use today that is similar? Ask, If we use the Internet, what could the Ultra-Net of the future be?* Have students provide examples of things that this future Ultra-Net would be able to do.

Evaluating

Set a purpose for reading

- Give students three sticky notes. Instruct them to choose three different details that they find particularly interesting in the story and to mark each with a sticky note. Tell students that they should be able to explain why their choices are worth noting.

Provide for early finishers

- Encourage students to make a list of all the different verbs the author uses when the characters are speaking. Ask them to locate any root words or known words within them.

DURING READING

Monitor reading

- Have individual students read aloud portions of the text to you. Assist with word solving, comprehension, and vocabulary. Provide appropriate comprehension prompts:
 - *How can the network beam back the identification of the mousetrap so quickly to Raj?*
 - *Why was there a turquoise haze when Raj was holding the watch?*
 - *Why do you think the bus driver recognized Raj? What reasons do you have for that opinion?*
- Give feedback to students on their success in comprehending, decoding, or analyzing words. Share any areas that might need attention, so that their metacognitive skills are actively being engaged.

Observe

- Make observations on your assessment tools. (Evaluating Strategy Checklist and Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)
- Note any successful reading strategies you observe, e.g., using context within a sentence or paragraph to work out the meaning of unfamiliar vocabulary.

AFTER READING

Revisit the purpose for reading

- Give students a few minutes to ensure they have placed all of their sticky notes and are able to explain their choices. Remind them that their explanation should include why, in their opinion, their chosen detail is worth noting. In partners, have students share their points of interest and explain their choices. Have them compare what they chose with their partner to identify similarities and differences.

Check on outstanding challenges

- Your observations while students were reading will help you to identify particular challenges. At this point, discuss and clarify a difficult word or comprehension issue. Have students had difficulty with those words seldom used in oral language? How have they attempted to read them and solve them for meaning?

Evaluating

Note successful strategy use

- Comment on, successful strategy use, e.g., *I liked the way Mari used the meaning of the whole sentence to figure out what ‘cerebral cortex’ meant. She thought about where the Ultra-Net might put images and ideas in the future—straight into our brains and not through a computer or phone! Looking at the context helps you to infer the meaning of new words.*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 5 Literacy Support Guide*.

Written

- Have students write a diary entry from the perspective of Great-grandpa Raj. Remind students that their entry should reflect what he was feeling when he saw his great-grandson and what he thinks happened.
- Ask students to write a sequel to this story from either Raj, Preet, or Great-grandpa Raj’s perspective.

Artistic

- Ask students to design a gadget that could transport them to another time or place. They should draw and label their picture with details about how each part of the gadget works.

Oral/dramatic

- Students could act out the story, taking on the roles of the three central characters. Students may decide to use props to enrich their dramatization. If they wish, they can imagine Raj or Preet finding a different object and going back to a different time period or place.
- Have a group discussion about what life might be like for Raj, Preet, and Great-grandpa Raj after the events in the story. You may choose any of the following questions: *How might meeting their great-grandpa change Raj and Preet? Do you think they will behave differently in their own time? How might this affect their future? How about Great-grandpa Raj? How might his life be affected?*

Inferring and Synthesizing

**Self-Monitoring
and Predicting**

Synthesizing

Synthesizing

Predicting